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Letter dated 10 May 2011 from the Chargé d'affaires a.i. of the Permanent Mission of Belarus to the United Nations addressed to the President of the Economic and Social Council

I have the honour to transmit herewith the national report of the Republic of Belarus entitled "Implementing the internationally agreed goals and commitments in regard to education" for the annual ministerial review to be held during the high-level segment of the substantive session of 2011 of the Economic and Social Council (see annex).

I would be grateful if you would circulate the present letter and attached report as a document of the Council.

(*Signed*) Zoya **Kolontai**
Chargé d'affaires a.i.

* E/2011/100.

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Annex to the letter dated 10 May 2011 from the Chargé d'affaires a.i. of the Permanent Mission of Belarus to the United Nations addressed to the President of the Economic and Social Council

[Original: Russian]

Implementing the internationally agreed goals and commitments in regard to education

National report of Belarus

Summary

Immediately upon attaining independence, Belarus made a breakthrough towards the formation of a socially oriented market economy. The prospects for socio-economic development for the period up to 2015 and the strategy for national development up to 2020 were defined. Belarus adopted the concept of sustainable development as the ideology of its social, economic and cultural development.

The changes taking place in the economic and sociocultural life of the country and the realities of the new historical phase of development are having an impact on the development of Belarus's education system. The creation of the legal and economic mechanisms to ensure the functioning and development of the education system has made it possible to give effect to the constitutional right of citizens of Belarus to receive high-quality and accessible education.

The fact that Belarus has achieved some of the Millennium Development Goals ahead of schedule, the high level of human development and the ensuring of political, socio-economic and inter-ethnic stability within the country are evidence of the results achieved.

The national education system is multilevel and its development is based on purposes and principles common to all civilized countries: the shaping of free, intellectually and creatively oriented personal development capable of structuring relations between people, nations and States on the basis of respect, peace and justice.

Almost 10,000 educational institutions are in operation in Belarus at all levels, with a staff of about 445,000 providing instruction and education for more than 2 million children, pupils and students.

Social standards have been adopted in the field of education and their application is guaranteed. A developed system of social support for pupils has been established. The development of education in Belarus follows the course of Europe-wide and world trends. In the Human Development Index published in 2010, Belarus occupies 61st place out of 169 countries and territories, and this is due in large measure to the results achieved in the area of education. In the list of the world's 110 most prosperous countries (the Legatum Prosperity Index), Belarus ranks 54th, and in terms of the level of education it is in 23rd place.

The qualitative indicators of educational level (level of literacy of the population, number of pupils and students) ensure that Belarus constantly appears among the leading countries of the world by United Nations standards: the adult literacy level is 99.7 per cent, and the overall index of persons attending educational institutions is 90.4 per cent.

The educational system is one of the most dynamically developed branches in the socio-economic sphere. Forward-looking development is achieved by implementing a system of measures to enhance the potential of the personnel of educational organizations and institutions, develop their material and technical base and strengthen their financial independence.

Belarus is a party to many international treaties and agreements and an active participant in and initiator of discussion of problems relating to global issues of the development of human society in the post-industrial era, including the 1997 Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region, and is working to bring the country into the European higher education space.

In line with world trends, the educational system in Belarus has followed a course of developing "lifelong education". This idea has found practical expression in a system of ongoing education which covers all educational levels from preschool to the professional (higher) levels. Belarus is taking concrete action to achieve further integration of the national educational system into the world educational space while retaining its national and cultural identity.

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I. Socio-economic conditions of the functioning and development of the educational system in Belarus

A. National Strategy for Sustainable Socio-economic Development of Belarus up to the year 2020

1. Over the period 2006-2010, the national education system developed in accordance with the Programme for Socio-economic Development of Belarus 2006-2010, as well as the National Strategy for Sustainable Socio-economic Development up to 2020 adopted in 2004. The Strategy is the programme document that defines prospective directions and forecast indicators for the country's development, taking into account the results achieved and global trends in world development. Its focus is on the attainment of Agenda 21 defined by the United Nations Conference on Environment and Development (Rio de Janeiro 1992), the Millennium Declaration adopted by the General Assembly of the United Nations (September 2000), the Political Declaration and Plan of Implementation of the World Summit on Sustainable Development in Johannesburg (September 2002) and other international agreements.

2. The most important socio-economic components of sustainable development in Belarus to 2020 are:

- Increasing the living standard and quality of life of the population
- Reducing poverty
- Changing the structure of consumption and production
- Protecting and improving health
- Improving the demographic situation
- Countering the criminalization of society.

3. The strategic objective is to create an educational system which corresponds to the needs of personal development, society and the State, creating conditions for the further development of the system and preparing new generations for life and work in a civil society with a sustainable socially oriented market economy. Attainment of this objective is facilitated by the solution of a number of problems:

(a) Creating conditions for satisfying the demands of citizens for education and the acquisition of comprehensive in-depth knowledge, harmonious personal development and enhancement of creative capabilities;

(b) Ensuring accessible and cost-free general, vocation-technical and, on a competitive basis, secondary specialized and higher education, the progression and continuity of levels and stages of education and its democratization;

(c) Enhancing the intellectual and cultural potential of the population through the improvement and optimization of the national education system;

(d) Ensuring that the national education system enters the world educational space.

4. Of particular significance for Belarus during this period is the forward-looking nature of the development of education, its focus on the issues and values of the

future post-industrial civilization. The goal for 2011-2020 is to bring the national education system up to a level that matches world standards.

B. Normative legal regulation of social relations in the field of education

5. Belarus has an effective legislative base governing social relations in the field of education. The legal foundation consists of the Constitution of Belarus and the acts on education (1991), vocational and technical education (2003), education of persons with disabilities (special education) (2004), general education (2006) and higher education (2007).

6. For purposes of the further development of social relations in the field of education, the Education Code of Belarus was adopted on 13 January 2011, and enters into force on 1 September 2011. As a result, Belarus is in fact the first country in the world to have solved not only the practical but also the theoretical problem of codifying education law.

7. In accordance with the legislation of Belarus, State educational policy is based on the following principles:

- The priority of education
- The priority of universal human values, human rights and the humanistic nature of education
- The guaranteed constitutional right of every person to education
- Equal access to education
- Compulsory general basic education
- Integration into the international educational space while preserving and developing educational traditions
- Environmental focus of education
- Support and development of education with reference to the State's socio-economic development objectives
- The State nature of educational oversight
- The secular nature of education.

C. Providing resources for education

1. Funding and improving the material and technical base for education

8. Stable funding is provided for the education system. Over the period 2006-2010, education spending increased by a factor of 1.6, reaching 8.5 trillion roubles in 2010, or 5.1 per cent of gross domestic product (GDP). Funding for the educational system is projected to reach at least 6 per cent of GDP in the middle term, starting in 2011.

9. There have been significant financial investments in renovations and procurement of new equipment and up-to-date technology.

10. During the last five years, 267 educational facilities have been built (in 2010, this figure was 81), including 31 preschools and 50 public schools. Construction of a complex designed to house 9,000 students has been under way in Minsk since 2009.

11. Measures have been taken to maintain existing facilities in appropriate condition. Over the last five years, over 2,000 buildings (one fifth of the total number) which are part of educational complexes have undergone major renovations. Thus, the conditions for study by children and youth in most educational institutions are highly up-to-date.

12. There is a national system of educational book publishing. From 2006 through 2010, 96.2 billion roubles ($35 million) were allocated from the State budget for publication of textbooks and learning materials for general education schools alone; 843 titles have been published, as have 192 sets of teaching guides.

2. Computerizing the education system

13. Major steps have been taken to computerize the education system. As part of a programme for the comprehensive computerization of the education system during the period 2007-2010, the following activities have been undertaken:

(a) Development and introduction of national information technology (IT) educational resources, electronic teaching tools and sectoral automated educational management systems;

(b) Integration of educational institutions and State educational oversight bodies into a unified sectoral IT environment;

(c) The provision of IT and management technology and software for educational institutions and State educational oversight bodies;

(d) The development of a system of training, continuing education and retraining for information and communications technology specialists;

(e) The laying of the regulatory, legal, scientific and methodological groundwork for the computerization of education.

14. As a result, the capabilities of electronic teaching tools are being more and more widely used in the teaching process in educational institutions. Training materials for educational institutions are generally published in both hard copy and electronic form. Those involved in the educational process (be they educators, students, legal representatives of juvenile students or others) can access educational and curricular documentation in electronic form through the websites of educational institutions and organizations responsible for the operations of the educational system. Based on information submitted with regard to numbers of specialists needed, educational institutions train personnel to manage the information and communications technology sector and to collaborate actively with a high-tech park established in the Belarus to develop software and information and communications or other new technologies, including new high-tech products.

15. In colleges and universities, professionals can now be trained in such sought-after specialties as nanotechnology and nano-materials for electronics; electronic security systems; aerospace radio-electronic and information systems and

technologies; applied information technology; micro- and nano-systems technology; micro- and nanotechnology; computer mechatronics, etc.

16. The following priority measures are being taken to continue the successful computerization of the Belarusian education system:

(a) Improvement of specialized electronic equipment in all academic disciplines, to be followed by their adoption in the country's educational institutions;

(b) Provision, in cooperation with the Ministry of Communications and Information Technology, of broadband Internet access in all educational institutions, 2011-2012;

(c) Widespread introduction of distance learning;

(d) Development of open educational resources;

(e) Development and adoption of a unified industry-wide electronic document flow system.

3. Staffing and social protection for educators

17. The educational process in the Republic of Belarus involves 445,000 educators. According to the Legatum Prosperity Index, compiled by the Legatum Institute, an independent British think tank, Belarus has the twenty-third lowest teacher-to-pupil ratio (15:1) of the countries ranked.

18. There are 22 universities in the country where educators with advanced degrees are trained in over 90 fields of specialization, while training of educators with specialized secondary education is conducted in 15 colleges in 10 fields of specialization. Graduates of institutions which train educators are guaranteed placement in their first job after completion of their studies, as are graduates of other professional training institutions. Educators receive training in up-to-date information technologies.

19. A set of measures is in place to support workers in the sector. Salaries are increased on a systematic basis, and have gone up 140 per cent over the last three years. Most educators have a reduced work week which does not exceed 36 hours; and schoolteachers and teaching faculty have 56 calendar days of annual leave.

20. Specific categories of educators receive a monthly allowance to cover purchases of learning and teaching materials. They are also eligible for professional pension insurance. (They are entitled to a seniority-based pension, for women with at least 25 years of special seniority upon reaching the age of 50, and for men with at least 30 years of special seniority upon reaching the age of 55.

4. Belarus' international education commitments

21. Belarus has been working consistently to reinforce international cooperation on education.

22. It is party to multilateral international and regional education agreements, including in the framework of the United Nations, the Commonwealth of Independent States and the Eurasian Economic Community. It is also party to 69 bilateral international agreements (as against 54 such agreements in 2006) and

has more than 1,800 direct institution-to-institution agreements with foreign educational institutions, which is 43 per more than it had in 2006.

23. All of this has fostered academic mobility for faculty and students and the integration of the national education system into the international educational space.

24. The most productive cooperative relationships are with the Russian Federation, Ukraine, Germany, Lithuania, Italy and Poland. In 2010, two thirds of all international contacts (64 per cent) were with these countries. An increase in contacts with China, one of Belarus' main strategic partners, represents another positive trend.

25. Cooperation in the framework of international programmes and projects is intensifying.

26. Most educational institutions in Belarus are actively involved in international projects funded through TEMPUS, the Visby Program, the German Academic Exchange Fund (DAAD), the Latvia, Lithuania and Belarus Cross-Border Cooperation Programme, the Baltic Sea Region Programme and others. Academic exchanges are carried out as part of the Central European Initiative (CEI) University Network.

27. Since 2005, Belarus has been an associate member of the International Association for the Exchange of Students for Technical Experience.

28. Belarusian universities are members of the InterAcademy Association, whose membership includes nine countries: Germany, Hungary, Romania, Poland, the Czech Republic, Slovakia, Latvia, Japan and Belarus; the International Association of Institutions of Higher Learning in the Border Regions of Belarus and the Russian Federation; the Belarus Russia Ukraine Cross Border University Consortium; the Slavistics Institute, an international scholarly association, and the International Association for the Exchange of Students for Technical Experience. The countries' leading institutions of higher learning, the Belarusian State University, Belarusian State Economics University, Belarusian National Technical University and the State University of Grodno, are members of the European University Association, the Eurasian Association of Universities and the Baltic Sea Region University Network. The Belarusian State University is the Belarusian coordinator of the CEI University Network and participates in the activities of the United Nations Association of Belarus and the Interuniversity Centre for Research and Cooperation with Eastern and South-eastern Europe.

29. The Belarusian State University houses the offices of the European Network of Information Centres in the European Region and the National Academic Recognition Information Centres in the European Union, a centre on United Nations studies and the Confucius Institute for Chinese studies.

30. The French-Belarusian Institute of Management has been in existence at Gomel State University since 1995. It was established as an educational project designed to build bridges between European education systems (this was four years prior to the Bologna Declaration) and gave our students the opportunity to obtain two State higher education diplomas.

31. A project carried out by the International Sakharov State Environmental University during the period 2011-2013 to establish a continuing education system as part of the objectives of the National Strategy for Sustainable Socio-economic

Development up to the year 2020 involves the development of a model for training environmental specialists, taking on board the requirements of the sustainable development framework included in the Bologna Process.

32. Professional and technical education institutions are also actively involved in international cooperation.

33. Furnishing professional education resource centres with equipment from manufacturers which are world leaders in productivity, energy efficiency, quality and product reliability is a main area of cooperation. Specifically, during the period 2007 to 2009, an innovative metal processing resource centre was opened, which introduced a new field of study, mechatronics in mechanical engineering. The centre's workshops and training laboratories have equipment from such leading world companies as Keller Elettromeccanica SpA, Haas Automation, Festo, LD Didactic, Christiani, Siemens, Sandvik and others. Centre faculty have received the appropriate training on-site at manufacturing facilities or from manufacturers' representatives.

34. Developing educational services for adults has become an international cooperation priority. The Swedish model of supplementary professional education is being tested in Belarus as part of a joint project with Folkuniversitetet Uppsala, a Swedish post-graduate institution, and the employment office of the city of Stockholm. Work to develop approaches to post-graduate professional education has also been done as part of a project with dvv international, the German Adult Education Association.

35. Studying the practice of Western European countries (such as France, Finland, the Netherlands, Estonia, et. al.) regarding the issue of informal education accreditation mechanisms is yet another area of cooperation with dvv international.

36. The Republic Institute for Professional Education has been responsible for coordinating and overseeing the Torino Process in Belarus since June 2010. This arrangement was established by a decision of the European Training Foundation and the Ministry of Education of Belarus.

37. There are 10,500 foreign nationals from 84 countries studying in Belarusian institutions of higher education. That is three times more than there were in 2005, and 15 per cent more than in 2009.

38. Further development of international cooperation will include:

(a) Expanding the basis in treaty law for international cooperation;

(b) Expanding direct contacts between Belarusian and foreign educational institutions in order to provide optimal conditions for joint educational projects.

II. Structure and organization of the education system

A. Structure of the education system

39. Almost 10,000 educational institutions are in operation in Belarus at all levels, providing instruction and education to more than two million children, pupils and students.

B. Functioning and development of the education system

1. Preschool education

40. Preschool education is aimed at fostering multifaceted personal development in very young and preschool age children (under 6 years of age) that is age-appropriate and suited to the individual capacities, aptitudes and needs of the child, instilling moral standards and fomenting social skills.

41. Preschool enrolment is 93.3 per cent for children aged three to six, with 68.7 per cent enrolment rates in rural areas; all children five years of age attend preschool.

42. Access to preschool education has been made possible through the creation of a network of specialized preschool institutions (paediatric medical day care, special day care and preschool childhood development centres) and the adoption of new preschool education models in response to parent requests (part-day seasonal playgroups, family day care, in-home day care, in-home preschool education programmes, etc.). At this time, there are in Belarus 104 preschool childhood development centres (compare to 70 in 2006), 87 paediatric medical day care centres (59 in 2006), 981 kindergarten-schools (815 in 2006) and 2,518 part-day playgroups (111 in 2006). Children with disabilities have access to quality educational services: there exist 376 mainstreamed education groups for such children (173 in 2006).

43. There are 51,400 teachers providing instruction and education in preschool institutions (50,400 in 2006). The educational level of preschool teachers has continued to rise: the number of teachers with a university degree has grown by 6.6 per cent in the past five years, totalling 49.4 per cent.

44. The following measures have helped achieve significant developments in the national system of preschool education:

(a) A set of measures adopted by the Government of the Republic of Belarus was carried out in 2007-2010 to improve operations at preschool educational institutions and create a network of all public and private institutions offering child care services;

(b) The Praleska preschool education programme was developed and adopted (2007);

(c) A standard for preschool education was adopted (2010);

(d) Measures were taken to enable access to quality resources.

45. The Government has adopted a Programme for the Development of Preschool Education for 2009-2014 to ensure the continued development of the preschool education system with a view to: optimizing the network of preschool educational institutions, developing a health protection system in preschool educational institutions, improving the quality of services provided to preschool age children, reduce the differences in financial and technical resources available to preschool educational institutions and raise the social status of personnel working in the preschool education system..

2. General education

46. General education is aimed at fostering intellectual, moral and physical personal development, preparing pupils for a meaningful life in society, enabling the acquisition of basic scientific knowledge and the national languages, developing mental and physical skills, a system of moral principles, a code of conduct, aesthetic taste and a healthy lifestyle and preparing pupils to make independent life choices, begin their working life and further their education.

47. General education comprises three stages:

- Stage I — primary education (1-4th year pupils)
- Stage II — basic education (5-9th year pupils)
- Stage III — secondary education (years 10-11, years 10-12 for pupils attending night school, years 10-12 for pupils attending evening classes).

48. Together, stages I and II comprise general basic education. Stages I, II and III comprise general education.

49. At present, there are 3,516 active general education institutions in the country. Of these, 2,265 (64.4 per cent) are located in rural areas; 1,251 (35.6 per cent) are in urban areas. A total of 940,360 pupils are enrolled in general education institutions. Of these, 220,158 pupils (23.4 per cent) are located in rural areas and 720,202 pupils (76.6 per cent) are located in urban areas.

50. The network of general education institutions is optimized and tailored to regional demographics and needs. This process takes into consideration social, economic and demographic factors for each region.

51. Schooling at general education institutions consists of a six-day school week comprising a five-day academic week and one day set aside for group sports, physical education, other pedagogical activities, and manual skills, including instruction at work training facilities.

52. Pupils in general education institutions are required to study the two national languages, Belarusian and Russian, as well as one of the following foreign languages: English, German, French, Spanish or Chinese.

53. Foreign language study is provided in all types of general education institutions with classes subdivided into three groups. A mandatory foreign language proficiency exam at the general education level will be introduced starting with the 2012-2013 academic year.

54. The general education curriculum comprises both compulsory subjects (74 per cent) and elective courses (26 per cent). Elective courses are conducted on request for groups of three to five pupils and receive public funding.

55. To ensure the continuous improvement of the general education system, a State programme for the development of general education is being carried out in order to:

(a) Expand the use of electronic educational tools for all study subjects and in all years;

(b) Organize the development and publication of Belarusian-produced teaching aids and educational laboratory equipment;

(c) Create an environment for teaching all pupils the foundations of economics and entrepreneurship.

3. Special education

56. Special education is education and instruction for pupils with disabilities that takes the form of special educational programmes at the preschool and general education levels. Special education creates special conditions to enable such individuals to receive special education at preschool and general education levels, taking into consideration their particular psychological or physical development, and corrects for their physical and/or psychological disorders.

57. There is a database of 127,000 children ages 0-18 with disabilities.

58. The main focus of development in this area of education is enabling special education to be mainstreamed into the open-access educational system. In response to parent requests, the number of mainstreamed groups and classes in preschool and general secondary education institutions has more than doubled since 2004. This has resulted in a 21 per cent decrease in the number of special education institutions in the last five years. Since 2005, educational institutions have been providing counselling support and instruction (home visits) to persons with disabilities for two years following completion of schooling to increase their social protection.

59. The axiom "all children can be taught" is being successfully implemented. Every year, about 7,000 children with disabilities, including severe and/or multiple physical and/or psychological disorders, receive schooling and remedial instruction at 143 centres for remedial developmental education and rehabilitation. Over 1,000 children with disabilities receive early comprehensive medical care and instruction.

60. To further develop the special education system, a State Programme for the Development of Special Education in the Republic of Belarus for 2012-2016 is being drafted, which would enable special education to be mainstreamed into the open-access educational system and broaden educational opportunities, including professional training opportunities, for individuals with disabilities.

61. Other priorities include:

(a) Improved training and refresher training for qualified teaching staff for special education institutions in teacher training colleges around the country;

(b) Continued nurturing of a barrier-free environment in educational institutions and improving the quality of remedial activities.

4. Vocational education and training

62. Vocational education and training is aimed at fostering personal and professional development and providing students with specialized theoretical and practical training, culminating in the qualification of manual or office worker with a vocational education diploma.

63. Currently, 219 active vocational education and training institutions are in operation in Belarus, attended by more than 100,000 students; training is available in 102 specializations covering 430 professions.

64. In 2006-2010, vocational education institutions trained 236,000 qualified workers to work in economic sectors and the social sphere.

65. Guaranteed State-funded education is available to orphans, children lacking parental care and children of war veterans and deceased or disabled servicemen.

66. In recent years, the system of vocational education and training has undergone a range of organizational and structural changes designed to:

(a) Update and improve the quality of vocational education and training;

(b) Develop a quality management system for education;

(c) Optimize training programmes;

(d) Improve the material resources available to the institutions (establish ties between the educational institutions and base institutions; create special units for on-the-job training, provide institutions with machinery and equipment, create apprenticeships for on-the-job training, etc.);

(e) Improve the quality of the teaching staff (continuing education for instructors, internships, refresher management training, etc.);

(f) Update training and information resources (development of a comprehensive system for providing training materials to vocational education and training institutions, create a network of leading institutions, intensify the development and publication of national educational materials, etc.);

(g) Foster a learning environment (social and psychological counselling services in educational institutions, support for talented students, etc.).

67. To further develop the system of vocational education and training, there will be continued efforts to:

(a) Optimize preparatory training for manual and office workers in economic sectors and the social sphere;

(b) Strengthen partnerships and cooperation with interested parties and participants in the professional education system;

(c) Identify ways of upgrading technical facilities for vocational education and training institutions with the assistance of State and provincial departments of education, base institutions and industry and high technology manufacturers;

(d) Conduct a review of the educational standards and curricula on the basis of professional standards;

(e) Develop social programmes to secure jobs for graduates.

5. Specialized secondary education

68. Specialized secondary education is aimed at fostering the personal development of the pupil or student, providing specialized theoretical and practical training, culminating in certification as a specialist or a worker with a specialized secondary education diploma.

69. Over 900,000 employees in economic sectors and the social sphere have earned a specialized secondary education diploma (23 per cent of the working population).

70. Currently, there are 121 public and 11 privately owned specialized secondary education institutions. A total of 167,600 students are enrolled in specialized secondary education institutions.

71. Over the period 2006-2010, specialized secondary education institutions trained 216,000 specialists to work in economic sectors and the social sphere.

72. In the past five years, as part of the State programme for the development of specialized secondary education, a system for forecasting the human resources needs of economic sectors and the social sphere has been created and put into operation, a procedure has been developed for submitting training requests under the responsibility of industries and provinces, educational standards have been developed for all specializations, the system for training personnel has been optimized, more targeted training programmes have been developed and the employment rates of graduates have improved.

73. Future directions for the development of specialized secondary education will include:

(a) Integrating specialized secondary education institutions into a multi-tiered system of continuous education using flexible and innovative teaching methods;

(b) Intake and output of specialists to match the requests submitted by economic sectors and the social sphere;

(c) Providing educational institutions with modern equipment and updated facilities;

(d) Updating course content by amending the educational standards for specializations;

(e) Developing electronic teaching materials;

(f) Raising the professional qualifications of teaching staff at specialized secondary education institutions;

(g) Implementing quality management systems to achieve compliance with international standards.

6. Higher education

74. Higher education provides training for qualified specialists and develops the aptitudes and the intellectual and creative potential of the students.

75. Higher education is subdivided into two levels:

(a) The first level provides training of specialists possessing fundamental and specialized knowledge, faculties and skills, culminating in the award of qualifications and a higher education diploma which entitle the holders to employment taking into account the qualifications obtained and to study for a master's degree;

(b) The second level (master's degree programme) provides in-depth specialist training and the development of knowledge, faculties and academic methodology and research skills, culminating in the award of a master's degree and a master's diploma, which entitle the holders to enrol in a course of study leading to

a candidate's degree and to employment according to the area of specialization studied and qualifications obtained.

76. The content of higher education programmes is determined by the educational standards adopted by the Ministry of Education.

77. There are 45 public and 10 private institutions of higher education in Belarus. Academic programmes are available in 15 fields, covering 438 specializations at the first level and 192 specializations at the master's level. In 2006-2010, 302,200 specialists with higher education were trained for economic sectors and the social sphere. Both intramural and extramural (including distance learning) academic programmes are available.

78. One out of every four members of the work force holds a higher education degree. In the past five years, the number of students has grown from 396,400 in 2006 to 442,900 in 2011, or 467 students per 10,000 residents. The teacher-to-student ratio is 1 to 10.

79. A national job assignment system has been created, which is a procedure whereby the educational institution determines the first place of employment of graduates to ensure their social protection and satisfy the human resources needs of the economy and the social sphere. Generally, 94.5 per cent of all graduates educated at public expense receive job assignments.

80. At the same time, higher education is facing a range of problems that are currently the focus of Government attention:

(a) The problem of higher educational institutions' worn-out laboratory equipment and insufficient laboratory space (under 52.5 per cent) and residence halls (serving 66.5 per cent of out-of-town students) will be addressed through the implementation of the State Programme for the Development of Higher Education for 2011-2015;

(b) Maximum integration of academic education, research and state-of-the-art manufacturing will be achieved through the establishment of combined educational, scientific and production centres at leading universities and innovative businesses, thus enabling the innovative development of economic sectors and the social sphere and the creation and development of innovative structural units, including student business incubators;

(c) Forward-looking educational development in relation to the industrial sector will prepare professionals to work in industries associated with the fifth and sixth waves of innovation;

(d) The development of competent research and teaching faculty matching international requirements will be achieved through increased academic mobility, skills development and teacher training, including internships abroad that will provide access to new knowledge and technology;

(e) The quality of higher education and the recognition of national institutions of higher education will be improved with the completion of the process of obtaining ISO 9001 certification for the educational and research activities of Belarusian universities and by implementing elements of the Bologna Process in the national system of higher education.

7. Postgraduate education

81. Postgraduate education is designed to advance the personal development of the graduate student seeking a candidate's or doctoral degree, including those doing so while continuing to work full-time, enable them to achieve their intellectual and creative potential and inculcate the professional skills needed to organize and conduct scholarly or scientific research. There are two levels of postgraduate education:

(a) Study leading to a candidate's degree is the first level. It is designed to train professionals who possess the skills to plan and independently carry out scientific or scholarly research and have thoroughgoing theoretical knowledge enabling them to prepare a scientific or scholarly work (dissertation) that qualifies them to receive a candidate of science degree;

(b) Study leading to a doctoral degree is the second level of postgraduate education. It is designed to train professionals who possess the skills to organize scholarly research work in a new field of study or to develop topical existing fields of scientific or scholarly research and engage in analytical synthesis of scientific or scholarly data, enabling them to produce a scientific or scholarly work (dissertation) that qualifies them to receive a doctoral degree.

82. As of 1 January 2011, there were 4,725 people enrolled in the 119 institutions in Belarus which confer the candidate of science degree, with 2,730 of them, or 57.8 per cent of the total, enrolled as regular, full-time students and 1,995 (42.4 per cent) enrolled part-time or off-site. There were 98 doctoral students enrolled in the 37 institutions in Belarus which confer doctoral degrees.

83. Enrolment in candidates' programmes breaks down as follows across disciplines: social sciences and humanities, 46.5 per cent; technical disciplines, 18.7 per cent; natural sciences, 14.1 per cent; medicine, 10 per cent; agricultural sciences, 4.6 per cent.

84. Enrolment in doctoral programmes breaks down as follows across disciplines: social sciences and humanities, 42.8 per cent; technical disciplines, 17.3 per cent; natural sciences, 17.3 per cent; medicine, 13.2 per cent; agricultural sciences, 4.1 per cent.

85. Improved training of scholars and scientists with advanced degrees will be achieved by:

(a) Stepping up cooperation with industrial enterprises in order to graduate more and better trained professionals with advanced degrees in scientific and scholarly fields for the real sector of the economy;

(b) Developing international cooperation with successful foreign research and educational institutions;

(c) Optimizing the numbers and composition of classes entering postgraduate education. An 86.1 per cent increase in the number of doctoral students is planned for 2015, with more than 60 per cent of those admissions in high-tech fields.

8. Supplementary education, mentoring and social work for children and young people enrolled in education

86. Supplementary education for children and young people is designed to develop the personality, shape and cultivate creative abilities and meet individual intellectual, moral or physical needs for development, adaptation to life in society, structuring of leisure time or professional guidance.

87. There is an extensive network of interest groups (clubs, leagues, workshops) in extracurricular education and training institutions whose main areas of activity include developing the learner's natural abilities, extending knowledge and developing intellectual interests and encouraging healthy lifestyles, as well as physical activities and sports.

88. Educational institutions make it possible to combine study with various types of sports. The educational system has 134 specialized sports schools serving an enrolment of nearly 70,000 (5.6 per cent of all schoolchildren). They offer classes which are specialized by type of sport.

89. Children and young people benefit from systematic health improvement activities and access to sanatorium and health resort treatments. Children suffering from conditions resulting from the Chernobyl nuclear power station disaster are of particular concern to the State. These children receive sanatorium and health resort treatment and rehabilitation on an annual basis, paid for from the national budget.

90. There is a mechanism to provide for the necessary care and protection of children in substandard or inappropriate living conditions or personal situations.

91. Expanding opportunities for children to live in family settings has led to a 60 per cent reduction in the number of children in residential facilities. The number of orphanages and boarding schools for orphans has been reduced by 30 per cent (from 74 in 2005 to 52 in 2010). At least half of such institutions are to be phased out by the end of 2015 as part of the additional streamlining of residential facilities.

92. There are 142 social and educational institutions (social and educational centres and children's social service lodging) providing social assistance for children and families and rehabilitation of at-risk minors and those deemed to be in need of State protection.

93. The following measures will lead to continued improvement in the effectiveness of educational and social work:

(a) The development and adoption of new forms and methods of work, including interactive modes, and reform of the work of social, educational and psychological units;

(b) Support and promotion of socially meaningful youth initiatives (volunteer work, student construction brigades, establishment of business incubators, small enterprises, etc.);

(c) Encouraging healthy lifestyles;

(d) Increased placements in family environments for children who lack parental care.

9. Supplementary education for adults

94. The purpose of supplementary education for adults is to provide the trainee or intern with professional development and meet their intellectual needs.

95. The State gives workers the opportunity to receive professional training once every five years at State expense. It guarantees every worker this type of supplementary education.

96. Social guarantees are ensured and provided for workers whose employers refer them for supplementary adult education.

97. Each year, more than 550,000 workers (approximately 14 per cent of the total) benefit from professional training, continuing education, internships and retraining.

98. Lifelong professional training is available for workers in 5,500 different trades and occupations.

99. Continuing education is available to managerial employees and professionals in all fields (areas) of education. Retraining of personnel with advanced and mid-level specialized secondary education is available in 360 specialties.

100. Continuing education, internships and retraining are offered by more than 390 educational institutions in Belarus.

101. Training for those who have been laid off, the unemployed and the jobless, including jobless youth, is an important area. Training for the unemployed has been organized in educational institutions and specialized training centres according to employment market needs and with reference to the practices of other countries. More than 26,000 unemployed people go through such training each year and subsequently find work.

102. The purpose of supplementary education for adults is to put into practice the principle of lifelong learning. A flexible training, retraining and continuing education system will be established in the next five years to meet the country's innovative development needs. The system of supplemental education for adults will be based on adoption of up-to-date information and communications technologies and the integration of professional education, science and industry.

103. A central objective in developing supplementary education for adults is to achieve cooperation between educational institutions and organizations of all types to develop lifelong professional training and enhance forms of continuing education and retraining for managers, professionals, labourers and white collar workers.

10. The national learning evaluation system

104. On 1 September 2003, a 10-point scale for evaluating the results of learning by students was introduced.

105. Marks are assigned in accordance with the results of classroom, midterm and end-of-course assessments. The forms of assessment are oral questioning, quizzes, tests, pass/fail examinations, examinations, course papers and thesis defence, as well as interviews.

106. For first- and second-year pupils, assessment without assignment of marks applies to all subjects in the curriculum, and for third- and fourth-year pupils to art, music, manual skills and physical education.

107. As a rule, assessment of pupils with special psychophysical development characteristics is conducted without assignment of marks, and takes the form of oral qualitative evaluation of their learning activity.

108. In parallel with the 10-point system for evaluating the educational attainment of pupils, in 2006 a 100-point scale for evaluating the educational level of university entrance was introduced. It is used for initial testing of all those entering institutions of higher education. In the next few years, Belarus plans to join the countries participating in the International Programme for Student Assessment (PISA).

C. Research

109. The core of Belarus' scientific and technical potential lies in the collectives of State scientific organizations coming under various economic sectors and departments, and of the institutions of the higher education system.

110. In the past five years, the scientific contribution of higher educational institutions to the development of the country's economy has become more significant. In 2010, the higher educational institutions of the Ministry of Education carried out 735 (42 per cent) of the 1,766 assignments under the 39 State programmes of fundamental and applied research. In more than half of them (54 per cent), these organizations were the lead organizations-executants.

111. The scientific contribution of higher educational institutions to the innovative economy of the country is confirmed by the increase in volume of resources received from scientific and technical production for foreign markets. In 2010 this production amounted to more than $5 million, a 16 per cent increase over the 2009 figure and more than twice the 2005 level. Scientific and technical production has been exported to more than 30 foreign countries.

112. An effective aspect of the development of innovative activity in the universities of Belarus is the establishment of business structures (technology parks, technology transfer centres and business incubators). Currently, seven technology parks, two innovation centres, nine technology transfer centres, an inter-institutional centre for the marketing of research development and provincial marketing centres are in operation under the system of the Ministry of Education.

113. Along with providing forward-looking training of personnel for innovative activity, the universities will have to become centres of innovative science. They are called upon to bring about an integration of higher education, science and production and the establishment and development of innovative infrastructure for introducing and exporting scientific and technological developments.

114. In 2009, more than 33,000 people, 20,500 of them research workers, were employed in research and development. Among these researchers, 737 hold doctorates and 3,184 have candidate's degrees.

115. In the conduct of basic and applied research in the area of preschool, general and specialized education, a fundamental role is played by the National Educational Institute of the Ministry of Education.

116. To develop and strengthen the country's intellectual capital, work on intellectual property management is being conducted. Every year, more than 400 documents

protecting items of intellectual property (patents for inventions and useful models) are registered.

117. Increased efficiency of research activity is seen as a means of achieving:

(a) Greater practical significance of the results of research for the real sector of the economy;

(b) Broader commercialization of items of intellectual property;

(c) Development of innovative activity in universities by establishing innovative and business structures (technology parks, technology transfer centres and business incubators);

(d) Strengthening the material and technical base for research (in 2011 almost four times as much was spent on the purchase of scientific equipment as in 2010);

(e) Development of international scientific and technical cooperation and increased export of scientific and technical production and a step-by-step strategy.

III. Prospects for the development of the national education system in the context of world educational processes

118. One of the objectives for 2011-2020 is to bring the national education system up to a level that matches world standards. Particular attention will be paid to increasing the quality of education and improving the structure for training specialists and bringing it as close as possible to the requirements of the labour market.

119. The main directions for improvement of the education system are:

(a) Guaranteeing the rights, freedoms and legitimate interests of citizens in the area of education, including the right to received education financed by the resource of the national and/or local budgets as well as on a paying basis;

(b) Ensuring accessibility of education, including to persons with disabilities, in accordance with their state of health and cognitive abilities, at all educational levels and in obtaining supplementary education;

(c) Bringing about the transition to compulsory general education;

(d) Ensuring the progression and continuity of levels and stages of education;

(e) Ensuring equality of the Belarusian and Russian languages;

(f) Ensuring the mentoring activity of educational institutions, including the inculcation of spiritual and moral values, healthy lifestyle habits, a sense of civic duty, patriotism, responsibility and the work ethic.

120. A number of organizational measures need to be conducted:

(a) Optimizing the network of institutions providing general education, taking into account the demographic situation that is emerging and not violating the right of citizens to obtain education;

(b) Developing the network of institutions for a new type of education and creating educational/scientific/production complexes to conduct educational programmes at various levels;

(c) Creating an effective mechanism for transferring scientific and technical developments into production in sectors of the economy and in the provinces;

(d) Optimizing the distance education system at all levels and ensuring monitoring of the quality of education and civic education for participating youth;

(e) Improving the level of qualifications of teaching staff and the effectiveness of utilization of personnel.

IV. Initiatives for the development of international cooperation in the area of education

121. In order to attract the attention of the world community to the ideals of enlightenment that constitute the foundation for awareness of the leading role of education, the development of human potential and the maintenance and multiplication of the world cultural heritage, and in connection with the 525th anniversary of the Belarusian scholar, educator and printer of the first book in the Belarusian language Francisk Skorina, Belarus proposes to proclaim 2015 as Francisk Skorina Year.

122. In the context of Francisk Skorina Year, it is planned to conduct measures to facilitate strengthening spiritual and intellectual potential, expanding intercultural dialogue, and forming an educational space based on the principles of humanism, equality and innovative development.

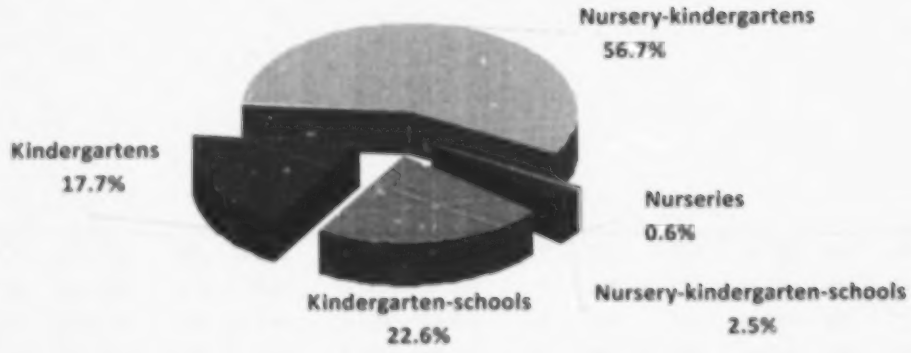
Annex 1

Early childhood educational institutions (ECEI)

(as of the beginning of 2010)

Province	*Total number of ECEI*	*No. of children enrolled in them*	*Including*											
			Kindergartens	*Children enrolled*	*Nursery-kindergartens*	*Children enrolled*	*Nurseries*	*Children enrolled*	*Nursery-kindergarten-schools*	*Children enrolled*	*Kindergarten-schools*	*Children enrolled*	*Child development centres*	*Children enrolled*
City of Minsk	435	80 424	15	1 359	398	75 648	1	64	0	0	7	540	14	2 813
Brest Prov.	605	58 010	110	4 055	378	49 972	0	0	17	694	97	2 623	3	666
Vitsyebsk Prov.	660	46 876	143	5 662	290	36 424	19	369	0	0	201	2 996	7	1 425
Homyel Prov.	711	57 349	174	6 068	346	44 342	3	100	11	278	156	2 843	21	3 718
Hrodna Prov.	470	46 338	64	2 055	240	34 952	1	71	35	1 056	97	2 689	33	5 515
Minsk Prov.	695	53 739	140	4 543	330	40 615	0	0	2	67	200	4 192	23	4 322
Mahilyow Prov.	522	41 241	60	2 178	278	33 649	0	0	34	999	142	2 683	8	1 732
Total	**4 098**	**383 977**	**706**	**25 920**	**2 260**	**315 602**	**24**	**604**	**99**	**3 094**	**900**	**18 566**	**109**	**20 191**
Past years for reference														
2009	4 097	372 768	726	25 044	2 281	308 391	5	205	981	20 018	981	20 018	104	19 110
2008	4 087	367 739	775	25 544	2 270	307 837	8	456	941	17 630	941	17 630	93	16 272
2007	4 109	365 298	814	25 578	2 289	306 755	6	244	915	18 195	915	18 195	85	14 526
2006	4 135	365 594	868	27 053	2 336	309 427	6	231	855	16 727	855	16 727	70	12 156

Breakdown of early childhood educational institutions by type as of the beginning of 2010



Annex 2

Teaching staff in early childhood educational institutions

(as of the beginning of 2010)

Province	Total number of staff	Breakdown by education type/level							
		Higher				Specialized secondary			
		Total	% of total staff	Including those with specialization in early childhood education	% of total staff	Total	% of total staff	Including those with specialization in early childhood education	% of total staff
City of Minsk	7 458	4 298	57.63	2 198	29.47	3 083	41.34	2 166	29.04
Brest Prov.	6 819	3 532	51.80	1 292	18.95	3 074	45.08	1 805	26.47
Vitsyebsk Prov.	8 138	3 798	46.67	1 320	16.22	4 220	51.86	2 922	35.91
Homyel Prov.	6 241	3 118	49.96	1 130	18.11	3 089	49.50	2 093	33.54
Hrodna Prov.	10 758	6 216	57.78	2 254	20.95	3 901	36.26	2 404	22.35
Minsk Prov.	7 066	3 074	43.50	1 458	20.63	3 912	55.36	2 695	38.14
Mahilyow Prov.	5 564	2 487	44.70	1 524	27.39	2 910	52.30	2 117	38.05
Total	**52 044**	**26 523**	**50.96**	**11 176**	**21.47**	**24 189**	**46.48**	**16 202**	**31.13**

Annex 3

Total number of general education schools and boarding schools

(at the start of the 2010/11 academic year)

		Overseen by							*In addition:*	
		Provincial executive committee education departments								
		General education day schools:			*Special and auxiliary schools*					
Province	*Total number of State-owned institutions*	*Schools*	*Regular boarding schools*	*Paediatric boarding schools*	*Schools*	*Boarding schools*	*Schools overseen by the Ministry of Education*	*Other State oversight bodies*	*Night schools (evening shift)*	*Privately owned schools*
City of Minsk	252	237	1	2	3	4	3	2	3	5
Brest Prov.	618	600	3	4	1	9	0	1	3	1
Vitsyebsk Prov.	589	579	3	1	3	3	0	0	7	0
Homyel Prov.	625	606	2	2	3	10	0	2	9	0
Hrodna Prov.	418	403	1	4	3	7	0	0	2	1
Minsk Prov.	636	621	4	4	0	7	0	0	16	0
Mahilyow Prov.	446	429	4	2	3	7	1	0	12	2
Total	**3 584**	**3 475**	**18**	**19**	**16**	**47**	**4**	**5**	**52**	**9**
Past academic years for reference										
2009/10	3 656	3 535	44		17	51	4	5	57	9
2008/09	3 749	3 613	55		19	53	4	5	62	10
2007/08	3 846	3 702	61		19	56	4	4	71	10
2006/07	3 979	3 829	60		19	62	4	5	74	10

Annex 4

Total number of pupils in general education schools and boarding schools

(at the start of the 2010/11 academic year)

Province	Total number of pupils enrolled in general education schools	Numbers of pupils in schools overseen by: Provincial executive committee education departments: General education day schools: Schools	General education day schools: Regular boarding schools	Special and auxiliary schools: Schools	Special and auxiliary schools: Boarding schools	Schools overseen by the Ministry of Education	Other State oversight bodies	In addition: Night institutions	Privately owned schools	Special classes in general educational schools
City of Minsk	157 359	153 116	176	369	643	1 084	1 676	1 157	379	295
Brest Prov.	163 136	160 955	357	95	1 040		302	604	61	387
Vitsyebsk Prov.	114 621	113 033	485	237	351		339	1 315		176
Homyel Prov.	152 089	150 096	167	185	973		599	1 485		69
Hrodna Prov.	112 467	111 017	87	202	714		253	770	66	194
Minsk Prov.	142 196	140 729	292	0	839		205	2 218		131
Mahilyow Prov.	110 814	108 288	424	536	745	54	440	1 518	52	327
Total	**952 682**	**937 234**	**1 988**	**1 624**	**5 305**	**1 138**	**3 814**	**9 067**	**558**	**1 579**
Past academic years for reference										
2009/10	997 612	978 361	5 591	1 766	5 583	1 166	3 610	10 184	586	1 535
2008/09	1 071 499	1 049 572	7 428	2 031	6 129	1 199	3 479	11 043	625	1 661
2007/08	1 119 686	1 097 446	6 724	2 317	6 480	1 215	3 665	14 572	608	1 839
2006/07	1 160 458	1 136 690	7 209	2 280	7 422	1 232	3 485	17 832	604	2 140

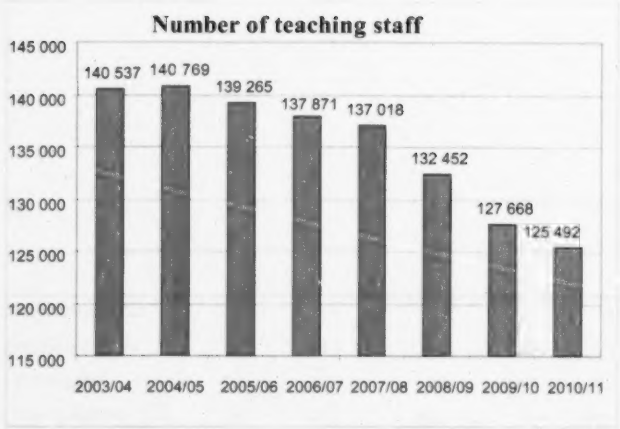
E/2011/98

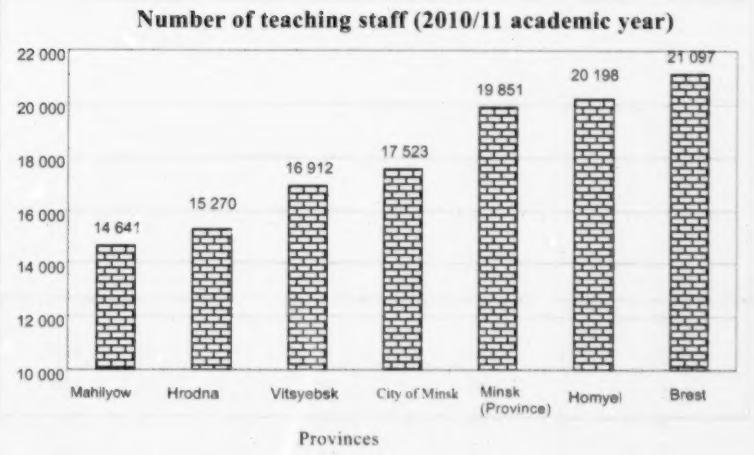
Annex 5

Academic and teaching staff in general education day schools and boarding schools

(at the start of the 2010/11 academic year)

Province	Total number of schools	Total number of academic and teaching staff in those schools:	Those with:					Including:		
			Higher education		Secondary specialized education		General education	Social care teachers		Psychologists
			How many	%	How many	%	How many	%	How many	How many
Brest Prov.	609	21 097	19 002	90.1	1 988	9.4	107	0.5	351	308
Vitsyebsk Prov.	585	16 912	15 069	89.1	1 725	10.2	118	0.7	291	267
Homyel Prov.	612	20 198	18 512	91.7	1 683	8.3	3	0.0	337	289
Hrodna Prov.	409	15 270	13 629	89.2	1 590	10.4	51	0.4	248	250
City of Minsk	248	17 523	15 824	90.3	1 370	7.8	329	1.9	305	340
Minsk Prov.	631	19 851	17 575	88.5	2 264	11.4	12	0.1	339	308
Mahilyow Prov.	438	14 641	12 755	87.1	1 811	12.4	75	0.5	229	254
Total	**3 532**	**125 492**	**112 366**	**89.5**	**12 431**	**9.9**	**695**	**0.6**	**2 100**	**2 016**
Past academic years for reference										
2009/10	3 587	127 668	113 575	89.0	13 526	10.6	567	0.4	2 141	2 109
2008/09	3 675	132 452	116 475	88.0	15 292	11.5	685	0.5	2 244	2 049
2007/08	3 770	137 018	119 217	87.0	17 134	12.5	667	0.5	2 392	2 130
2006/07	3 908	137 871	119 308	86.5	17 947	13.0	616	0.5	2 636	2 094


Number of teaching staff
145 000
140 000
135 000
130 000
125 000
120 000
115 000
140 537
140 769
139 265
137 871
137 018
132 452
127 668
125 492
2003/04
2004/05
2005/06
2006/07
2007/08
2008/09
2009/10
2010/11

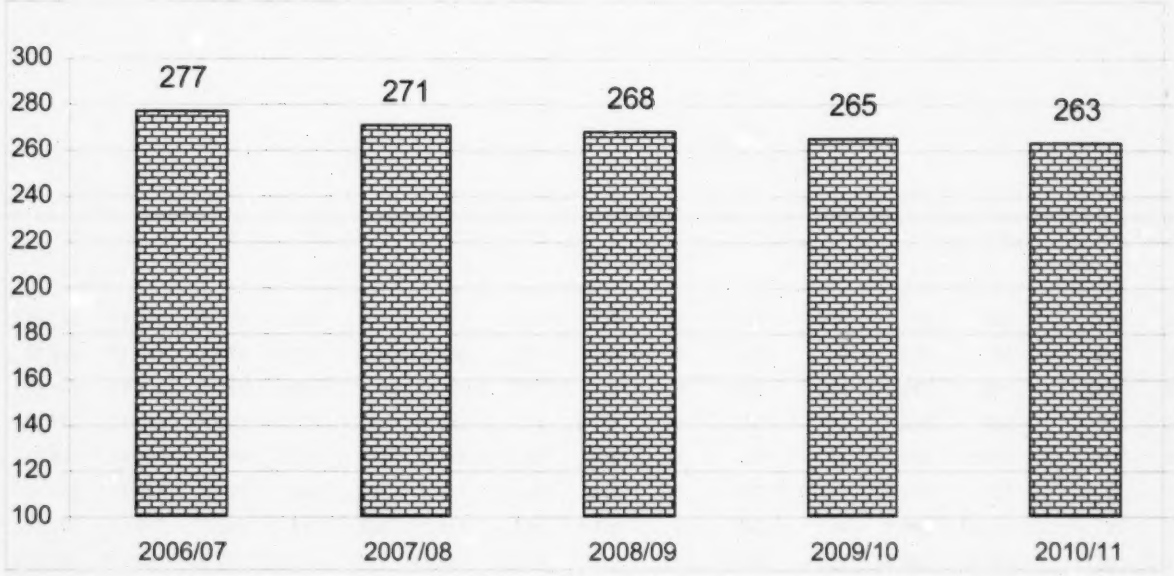

Number of teaching staff (2010/11 academic year)
22 000
20 000
18 000
16 000
14 000
12 000
10 000
14 641
15 270
16 912
17 523
19 851
20 198
21 097
Mahilyow
Hrodna
Vitsyebsk
City of Minsk
Minsk (Province)
Homyel
Brest
Provinces

Annex 6

System of educational institutions and mainstreaming units for children with disabilities

At the start of the academic year	Total number of institutions (the sum total of columns 9-16)	Mainstreaming units in early childhood educational institutions			General education institutions and mainstreaming units which are part of them				Special education institutions				Institutions with mentoring programmes		
		Learning assistance office[a]	Special groups[a]	Mainstreamed groups[a]	Learning assistance office	Special classes	Mainstreamed classes	Night schools	Special early childhood educational institutions[a]	Special general and auxiliary	Special and auxiliary boarding schools	Crrs. for corr., dev. edu and rehab.	Kindergartens	Special educational-residential institutions	Special residential treatment institutions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
2006/07	277	859	1 274	207	1 161	221	5 375	1	47	19	62	142	6		
2007/08	271	984	1 265	268	1 231	202	5 806	0	47	19	56	143	6		
2008/09	268	996	1 241	300	1 329	183	5 833	0	48	19	53	142	6		
2009/10	265	1 124	1 292	376	1 359	179	5 634	0	48	17	51	143	6		
2010/11	**263**	**1 124**	**1 292**	**376**	**1 415**	**192**	**5 475**	**0**	**48**	**16**	**47**	**143**	**5**	**3**	**1**
Including breakdown by province at the start of the 2010/11 academic year:															
Brest Prov.	36	111	190	55	163	43	614	0	5	1	9	21	0	0	0
Vitsyebsk Prov.	34	200	100	51	211	24	630	0	5	3	3	23	0	0	0
Homyel Prov.	49	133	206	63	176	9	1 096	0	12	3	10	23	0	1	0
Hrodna Prov.	39	179	207	61	198	21	766	0	10	3	7	19	0	0	0
City of Minsk	32	82	432	35	183	34	252	0	12	3	4	10	3	0	0
Minsk Prov.	33	302	88	63	322	24	1 442	0	1	0	7	24	1	0	0
Mahilyow Prov.	40	117	69	48	162	37	675	0	3	3	7	23	1	2	1
State institutions	0	—	—	—	0	—	—	—	—	—	—	0	—	0	0

Number of special educational institutions for children with disabilities

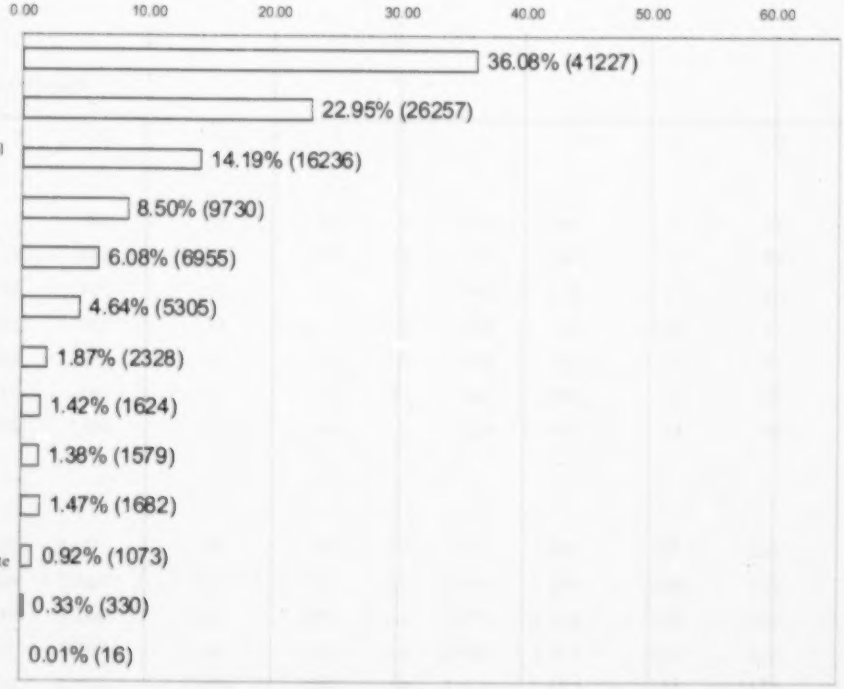


Annex 7

Number of children with disabilities enrolled by type of institution

At the start of the academic year	Total number of children with disabilities registered in the database	Number of children receiving special education and remedial assistance	Including those attending (from column 3):														
			Mainstreaming in preschool educational institutions			Mainstreaming in general educational institutions				Special education institutions				Residential ed. institutions	Vocational education and training institutions	Specialized secondary education institutions	Not in school (according to database)
			Learning assistance offices	Special education groups	Mainstreamed groups	Learning assistance offices	Special education groups	Main-streamed groups	Night schools	Special ed. preschool institutions	Special and auxiliary schools	Special and auxiliary boarding schools	Corr. and dev. ed. and rehab. centres	Children's home			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
2006/07	125 981	111 053	22 894	12 050	729	35 060	2 140	10 996	73	4 062	2 699	7 598	6 378	401	401	2 249	299
2007/08	126 661	111 665	25 513	11 919	929	36 452	1 839	11 605	47	4 083	2 317	6 641	6 706	390	2 256	1 267	287
2008/09	119 839	108 970	22 886	11 314	1 545	38 893	1 661	11 049	16	4 148	2 031	6 129	6 970	374	2 138	1 054	287
2009/10	122 137	114 999	26 257	12 077	1 682	40 228	1 535	10 247	16	4 159	1 766	5 729	7 062	354	2 217	1 053	601
2010/11	126 785	114 392	26 257	12 077	1 682	41 277	1 579	9 730	16	4 159	1 624	5 305	6 955	330	2 328	1 073	601
Brest Prov.	15 206	13 842	2 692	1 814	178	4 477	387	1 014	0	592	95	1 040	1 248	0	209	96	93
Vitsyebsk Prov.	16 192	13 508	3 126	697	267	5 941	176	954	0	502	237	351	824	0	298	135	47
Homyel Prov.	18 836	16 996	3 992	1 512	522	5 111	69	2 097	0	974	185	973	1 016	0	385	160	3
Hrodna Prov.	19 617	17 089	4 140	1 723	217	6 395	194	1 212	16	792	202	714	895	0	392	197	26
City of Minsk	19 903	18 857	2 287	4 691	115	7 123	295	715	0	1 035	369	643	864	204	208	308	417
Minsk Prov.	22 773	21 041	7 011	1 068	149	7 729	131	2 363	0	72	0	839	1 221	69	319	70	12
Mahilyow Prov.	14 258	13 059	3 009	572	234	4 501	327	1 375	0	192	536	745	887	57	517	107	3
Institutions overseen by Min. of Ed.	—	0	—	—	—	—	—	0	—	—	—	—	—	—	—	—	—

Number of children with disabilities receiving special or remedial education by type of institution (2010/11 academic year)

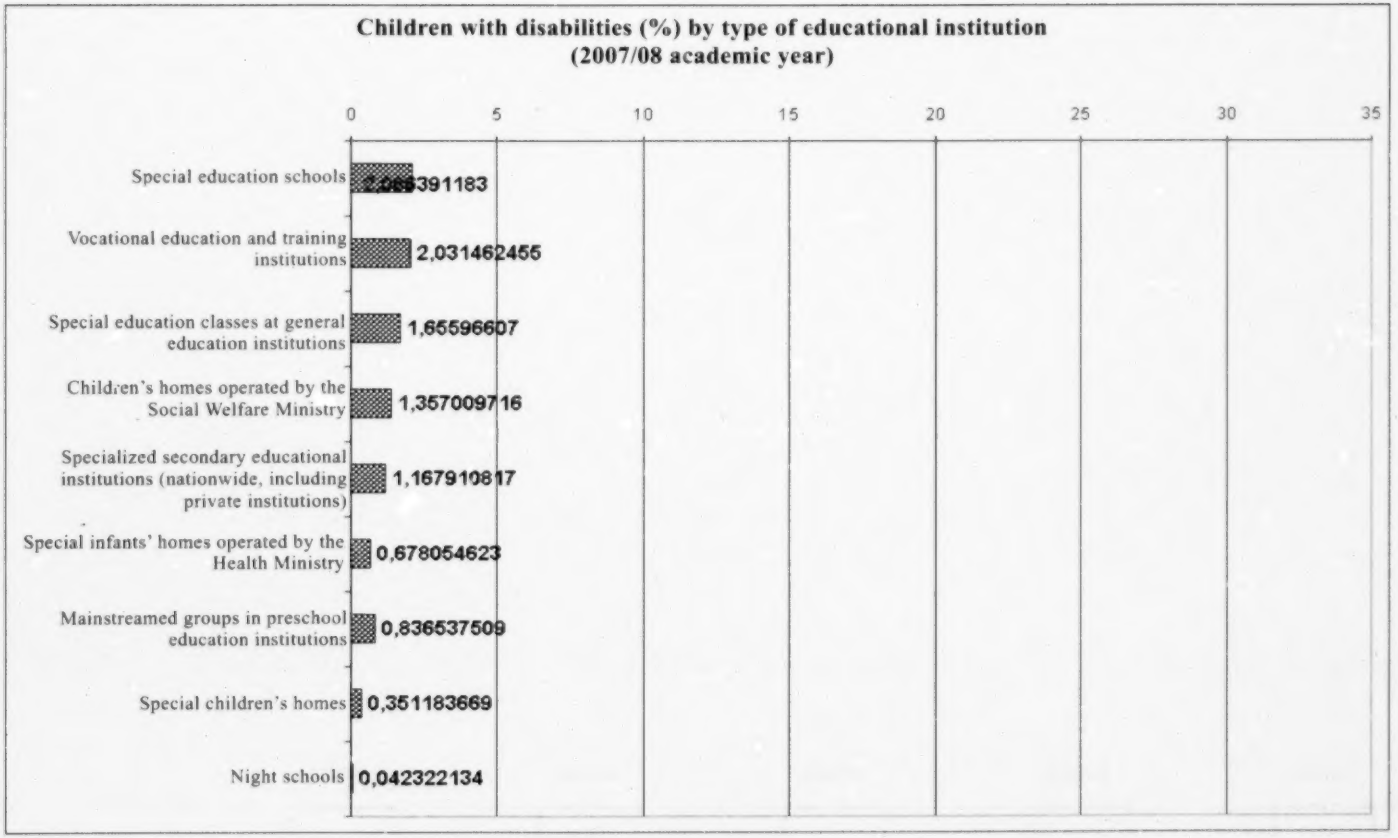


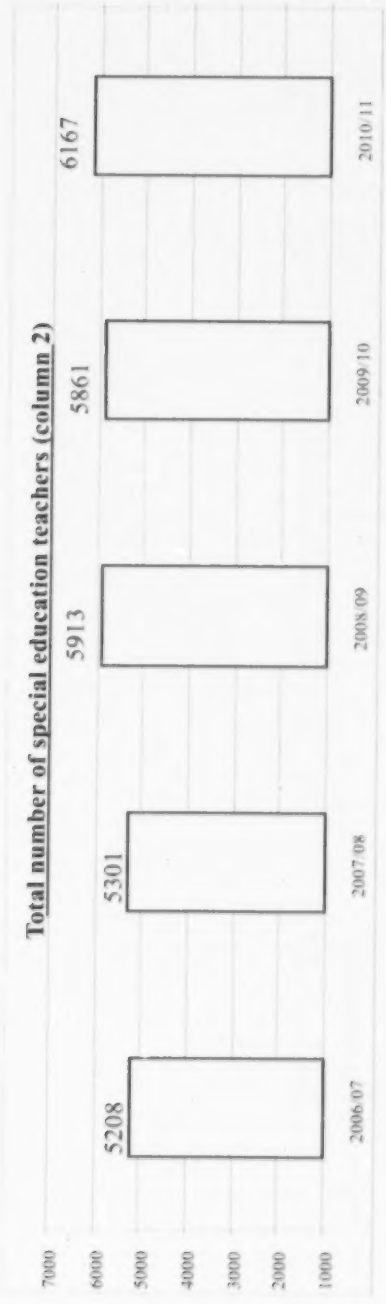
Annex 8

Teaching specialties within the special education system

At the start of the academic year	Total number of special education teachers (columns 3-7)	Special education teachers by type of institution:					From column 2					In addition:	
		Preschool educational institutions	General education institutions	Special education institutions		In children's homes	Special education teachers[a]	Speech therapists	Teachers of the blind and the visually impaired	Teachers of the mentally disabled	Teachers of the deaf and the hearing impaired	School psychologists	Physical education teachers
				Special and auxiliary schools and boarding schools	Remedial and developmental education and rehabilitation centres								
1	2	3	4	5	6	7	8	9	10	11	12	13	14
2006/07	5 208	2 090	2 402	142	495	79	2 458	2 102	157	328	84	3 916	11 161
2007/08	5 301	2 211	2 402	94	515	79	2 589	2 102	157	328	84	3 916	11 161
2008/09	5 913	2 359	2 790	119	568	77	2 843	2 448	130	324	42	2 370	1 633
2009/10	5 861	2 492	2 870	117	591	72	3 499	2 554	134	326	45	2 380	10 013
2010/11	6 167	2 492	2 927	96	588	64	3 541	2 564	131	376	79	3 878	9 649
By province at the start of the academic year:													
Brest Prov.	743	326	308	15	88	6	403	345	19	46	12	537	1 587
Vitsyebsk Prov.	785	281	396	11	86	11	486	300	4	64	6	541	1 180
Homyel Prov.	920	365	447	18	85	5	544	362	36	47	11	573	1 687
Hrodna Prov.	917	403	443	16	51	4	494	390	20	51	9	461	1 237
City of Minsk	1 032	545	381	17	78	11	460	528	32	50	29	763	1 418
Minsk Prov.	1 056	358	565	5	114	14	676	394	15	65	6	533	1 400
Mahilyow Prov.	707	214	387	14	86	6	478	245	5	53	6	461	1 126
Schools overseen by the Min. of Ed.	7	0	0	0	0	7	1	0	0	0	0	9	14

[a] Primary school and 5-11 (12) years of study.


Children with disabilities (%) by type of educational institution
(2007/08 academic year)
0
5
10
15
20
25
30
35
Special education schools
2,088391183
Vocational education and training institutions
2,031462455
Special education classes at general education institutions
1,65596607
Children's homes operated by the Social Welfare Ministry
1,357009716
Specialized secondary educational institutions (nationwide, including private institutions)
1,167910817
Special infants' homes operated by the Health Ministry
0,678054623
Mainstreamed groups in preschool education institutions
0,836537509
Special children's homes
0,351183669
Night schools
0,042322134


Total number of special education teachers (column 2)
7000
6000
5000
4000
3000
2000
1000
5208
5301
5913
5861
6167
2006.07
2007.08
2008.09
2009.10
2010.11

Annex 9

Vocational education and training institutions

(at the start of the academic year 2010/11)

Province	Total number of institutions	By type of vocational education and training institution				
		Ministry of Education institutions	Trade schools	Vocational lyceums	Vocational colleges	In rural areas	Other educational institutions
Brest	31	31	1	17	13	2	1
Vitsyebsk	34	34	5	21	8	6	2
Homyel	40	40	24	9	7	2	1
Hrodna	28	28	1	17	10	1	1
Mahilyow	37	36	5	17	14	2	0
City of Minsk	26	25	0	14	11	0	3
Minsk Prov.	23	23	2	16	5	5	2
Total	**219**	**217**	**38**	**111**	**68**	**18**	**10**
Past academic years for reference							
2009/10	223	222	55	105	63	18	9
2008/09	224	22	69	93	62	17	9
2007/08	225	223	92	77	54	16	10
2006/07	228	226	112	63	53	16	12

Annex 10

Multifunctional vocational education and training institutions

(at the start of the academic year 2010/11)

Province	Total	Including										
		Institutions with lyceum groups	*Number of students enrolled in lyceum groups*	*Institutions offering worker training, refresher training, continuing education programmes*	*Total number of graduates of worker training, refresher training and continuing education programmes*	*Institutions offering vocational and professional training for pupils at general education institutions*	*Total number of enrolled pupils*	*Institutions offering integrated vocational education and training and specialized secondary education programmes*	*Total number of enrolled pupils*	*Institutions that include special education groups*	*Attended by students with disabilities*	*Attended by students with physical disabilities*
Brest	32			28	4 386	4	193	19	471	7	209	30
Vitsyebsk	36			25	3 412	0	0	30	741	10	288	109
Homyel	41			24	5 625	0	0	13	492	13	384	49
Hrodna	29			22	4 772	0	0	5	106	8	390	35
Mahilyow	37			30	3 264	6	1 077	21	501	21	517	114
City of Minsk	29			15	2 336	0	0	3	232	6	169	47
Minsk Prov.	25			19	4 266	3	323	19	265	17	319	35
Total	**229**	**0**	**0**	**163**	**28 061**	**13**	**1 593**	**110**	**2 808**	**82**	**2 276**	**419**
Past academic years for reference:												
2009/10	232	0	0	165	26 494	14	1 721	63	7 124	67	2 106	468
2008/09	233	0	0	153	25 716	19	2 592	61	6 580	77	1 927	402
2007/08	235	128	13 587	156	23 697	22	3 516	55	6 702	78	2 076	415
2006/07	240	128	12 437	154	23 599	27	3 160	53	4 846	63	1 604	407

Annex 11

Enrolment at vocational education and training institutions

(at the start of the academic year 2010/11)

Province	Total	Full-time students	Of these: Persons with disabilities		Of these: Orphans and children lacking parental care	
			Total	Of whom persons with physical disabilities	Total	In government care
Brest	15 264	15 162	209	30	565	494
Vitsyebsk	14 341	14 341	288	109	994	870
Homyel	15 667	15 667	384	49	897	805
Hrodna	12 334	12 319	390	35	593	485
Mahilyow	16 084	15 717	517	114	946	781
City of Minsk	15 250	15 180	197	71	671	531
Minsk Prov.	12 685	12 575	291	19	820	762
Vocational college overseen by the Ministry of Education	631	631	0	0	10	8
Specialized trade school	145	145	12	0	18	12
Other institutions overseen by the Ministry of Education	2 520	2 520	34	34	163	123
Institutions overseen by the Ministry of Agriculture	492	492	0	0	15	5
Institutions overseen by the Belarusian Republican Union of Consumer Societies	623	619	6	5	7	1
Total: Ministry of Education	**104 921**	**104 257**	**2 322**	**461**	**5 677**	**4 871**
Republic of Belarus	**106 036**	**105 368**	**2 328**	**466**	**5 699**	**4 877**
Ministry of Education	104 495	103 831	2 205	553	5 526	4 614
Republic of Belarus	105 730	105 064	2 217	554	5 544	4 622
Ministry of Education	97 745	96 763	2 137	542	4 837	4 137
Republic of Belarus	99 013	98 029	2 138	543	4 849	4 144
2007/2008 acad. year						
Ministry of Education	103 624	103 419	2 250	597	5 690	4 866
Republic of Belarus	105 084	104 879	2 256	599	5 705	4 872
2006/2007 acad. year						
Ministry of Education	112 697	112 622	2 249	642	6 225	4 794
Republic of Belarus	114 424	114 349	2 249	642	6 238	4 797

Annex 12

Educational level of supervisory and teaching staff in professional and technical education

(at the start of the 2010/11 academic year)

Province	Number of employees according to staff list	Actual number of employees	Number of permanent staff	Breakdown by education type/level: Higher: Total	%	Number of technical teaching or teaching staff: Total	%	Specialized secondary: Total	%	Number of technical teaching or teaching staff: Total	%	General	%	Restrained	Number restrained within their speciality
Brest Prov.	2 670	1 943	1 911	1 253	65.6	1 056	84.3	650	34	467	71.8				
Vitsyebsk Prov.	2 297	1 936	1 925	1 191	61.9	905	76	706	36.7	426	60.3	28	1.5		
Homyel Prov.	2 522	1 946	1 941	1 245	64.1	1 083	87	642	33.1	440	68.5	54	2.8	14	11
Hrodna Prov.	2 064	1 562	1 546	976	63.1	814	83.4	552	35.7	376	68.1	18	1.2	32	16
Mahilow Prov.	2 604	1 957	1 952	1 261	64.6	1 019	80.8	648	33.2	357	55.1	43	2.2	48	38
City of Minsk	2 134	1 682	1 676	1 171	69.9	996	85.1	493	29.4	327	66.3	12	0.7	36	31
Minsk Prov.	1 941	1 548	1 539	927	60.2	750	80.9	598	38.9	445	74.4	14	0.9	28	28
Vocational college branch of the National Professional Education Institute	134	123	99	85	85.9	83	97.6	14	14.1	14	100	0	0	4	0
Special professional and technical institutions	142	131	131	112	85.5	109	97.3	19	14.5	17	89.5	0	0	1	0
Organizations overseen by the Ministry of Agriculture and Food	69	65	65	46	70.8	46	100	19	29.2	19	100	0	0	2	2
Organizations overseen by the Belarusian National Union of Consumer Societies	29	27	27	21	77.8	15	71.4	6	22.2	0	0	0	0	3	0
Total: Ministry of Education	**16 508**	**12 828**	**12 720**	**8 221**	**64.6**	**6 815**	**82.9**	**4 322**	**34**	**2 869**	**66.4**	**177**	**1.4**	**273**	**223**
Republic of Belarus	**16 606**	**12 920**	**12 812**	**8 288**	**64.7**	**6 876**	**83.0**	**4 347**	**33.9**	**2 888**	**66.4**	**177**	**1.4**	**278**	**225**
Past academic years, for reference															
2009/2010															
Ministry of Education	16 179	12 847	12 710	8 088	63.6	6 551	81	4 436	34.9	2 852	64.3	186	1.5	325	306
Republic of Belarus	16 273	12 935	12 798	8 150	63.7	6 602	81	4 462	34.9	2 871	64.3	186	1.5	331	312

Province	Number of employees according to staff list	Actual number of employees	Number of permanent staff	Breakdown by education type/level: Higher: Total	%	Higher: Number of technical teaching or teaching staff: Total	%	Specialized secondary: Total	%	Specialized secondary: Number of technical teaching or teaching staff: Total	%	General	%	Restrained	Number restrained within their speciality
2008/2009															
Ministry of Education	15 454	12 544	12 453	7 837	62.9	6 330	80.8	4 421	35.5	2 724	61.6	195	1.6	272	209
Republic of Belarus	15 541	12 625	12 534	7 886	62.9	6 370	80.8	4 453	35.5	2 726	61.2	195	1.6	272	209
2007/2008															
Ministry of Education	16 047	13 281	13 187	8 102	61.4	6 383	78.8	4 828	36.6	2 827	58.6	257	1.9	213	201
Republic of Belarus	16 128	13 363	13 269	8 105	6 134	6 422	78.8	4 860	36.6	2 829	58.2	257	1.9	215	203
2006/2007															
Ministry of Education	16 411	13 720	16 609	8 174	60.1	6 248	76.4	5 159	37.9	2 836	55	276	2		

Annex 13

System of State secondary specialized educational institutions

(at the start of the 2010/11 academic year)

Province	*Total number of institutions*	*Number of those overseen by the Ministry of Education*	*Out of the total number of institutions*					
			Colleges	*Technical schools*	*Trade schools*	*Higher colleges, institutions of higher learning, National Professional Education Institute*	*Vocational colleges*	*"Gymnasium-college" educational complexes*
Brest Prov.	28	16	11		3	2	12	
Vitsyebsk Prov.	28	15	18		2	2	6	
Homyel Prov.	29	16	19	1	2		7	
Hrodna Prov.	21	11	10		2	1	8	
City of Minsk	40	23	15		5	5	10	5
Minsk Prov.	23	12	15		3		4	1
Mahilyow Prov.	33	22	13		2	3	13	2
Total by academic year	**202**	**115**	**101**	**1**	**19**	**13**	**60**	**8**
2009/10	199	113	95	5	21	12	59	7
2008/09	196	108	89	9	25	13	53	7
2007/08	195	107	78	15	30	13	52	7
2006/07	195	107	73	19	31	13	52	7

Annex 14

Breakdown of enrolment in secondary specialized educational institutions

(at the start of the 2010/2011 academic year)

State institutions

	Attendance			
		By type of study		
Province	*Total*	*Full-time*	*Night school*	*Extramural*
Brest Prov.	19 546	12 997	8	6 541
Vitsyebsk Prov.	20 567	15 235	71	5 261
Homyel Prov.	20 207	15 248	233	4 726
Hrodna Prov.	17 116	12 580		4 536
City of Minsk	34 994	26 734	181	8 079
Minsk Prov.	15 081	10 243		4 838
Mahilyow Prov.	18 925	12 984	260	5 681
Total	**146 436**	**106 021**	**753**	**39 662**
Past academic years, for reference:				
2009/10	145 379	105 602	815	38 962
2008/09	138 840	101 945	887	36 008
2007/08	138 705	101 789	975	35 941
2006/07	136 740	103 173	935	32 632

Private institutions

	Attendance			
		By type of study		
Province	*Total*	*Full-time*	*Night school*	*Extramural*
Brest Prov.	3 684	1 777		1 907
Vitsyebsk Prov.	2 432	1 105		1 327
Homyel Prov.	2 110	1 061		1 049
Hrodna Prov.	2 520	1 267		1 253
City of Minsk	7 080	3 688		3 392

Province	Attendance			
		By type of study		
	Total	Full-time	Night school	Extramural
Minsk Prov.	3 082	1 682		1 400
Mahilyow Prov.	249	97		152
Total	**21 157**	**10 677**		**10 480**
Past academic years, for reference:				
2009/10	21 258	11 046		10 212
2008/09	18 449	9 792		8 657
2007/08	16 344	9 193		7 151
2006/07	15 799	8 741		7 058

Nationwide total

Province	Attendance			
		By type of study		
	Total	Full-time	Night school	Extramural
2010/11 academic yr.	**167 593**	**116 698**	**753**	**50 142**
Past academic years, for reference:				
2009/10	166 637	116 648	815	49 174
2008/09	157 289	111 737	887	44 665
2007/08	155 049	110 982	975	43 092
2006/07	152 539	111 914	935	39 690

Annex 15

Teaching faculty of specialized secondary educational institutions

Staff instructors

(as at the start of the 2010/11 academic year)

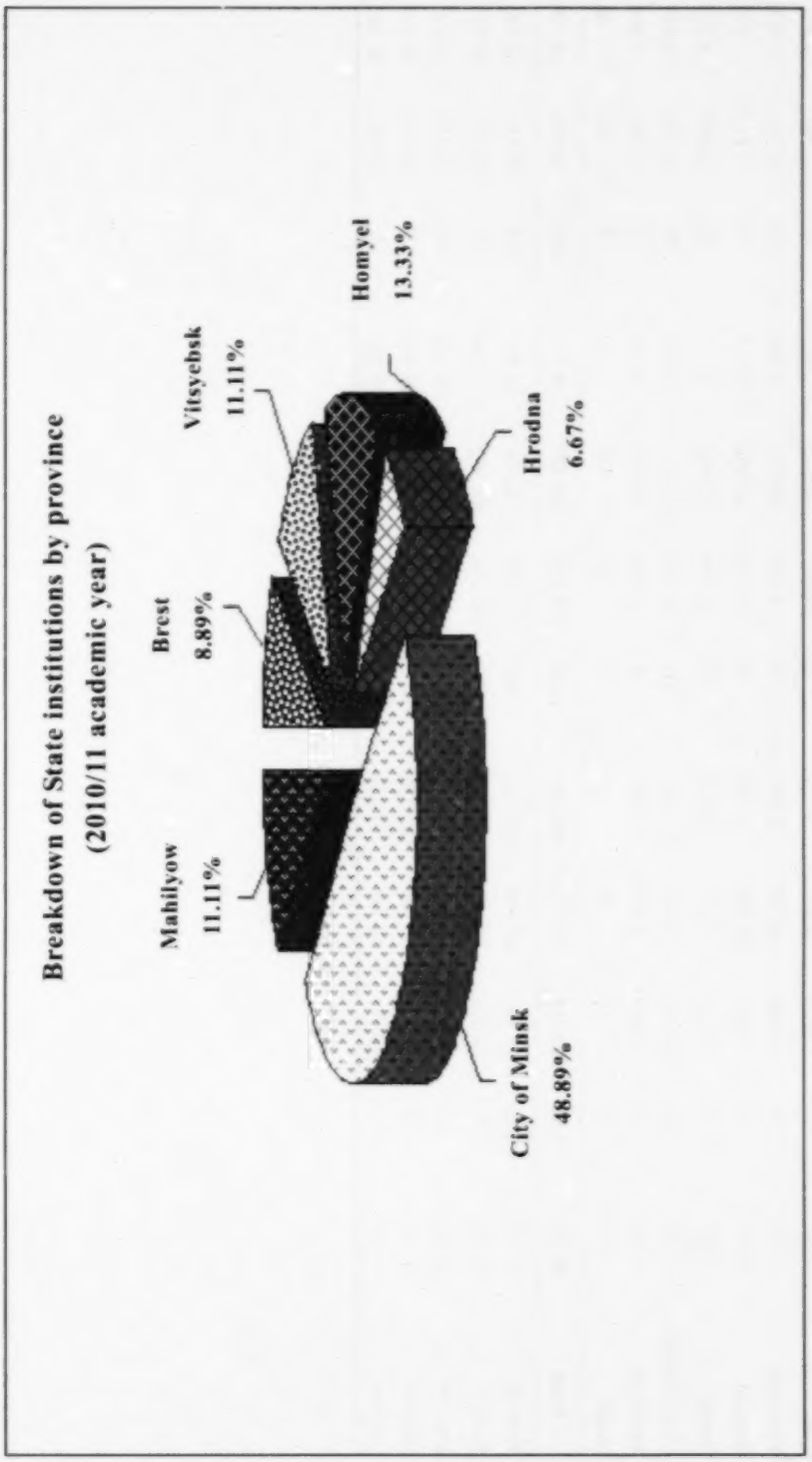
Province	Number of educational institutions	Number of permanent instructors		Of the total number of staff instructors							
				The following numbers have				The following numbers are in the			
				Higher education		Secondary specialized education					
		Total	Number of women	Total	Those with technical-pedagogical or pedagogical education	Total	Those with technical-pedagogical or pedagogical education	Highest category	First category	Second category	Teaching faculty at private educational institutions
Brest Prov.	16	1 017	699	1 007	887	10	8	362	287	158	133
Vitsyebsk Prov.	22	1 273	922	1 259	836	14	9	476	359	193	78
Homyel Prov.	22	1 365	994	1 353	1 110	12	8	536	371	213	67
Hrodna Prof.	13	1 170	880	1 163	863	7	7	478	314	173	77
City of Minsk	25	2 025	1 607	2 020	1 631	5	3	750	478	349	249
Minsk Prov.	18	858	631	843	581	15	12	315	230	154	109
Mahilyow Prov.	18	1 107	796	1 097	865	10	7	368	341	178	
Total	**134**	**8 815**	**6 529**	**8 742**	**6 773**	**73**	**54**	**3 285**	**2 380**	**1 418**	**713**
Past academic years, for reference:											
2009/10	133	9 852	6 983	9 591				3 683	2 706	1 606	800
2008/09	136	9 641	6 933	9 408				3 660	2 626	1 645	690
2007/08	136	9 675	6 919	9 472				3 642	2 630	1 726	699
2006/07	136	9 507	6 596	9 299				3 290	2 609	1 722	664

Annex 16

System of institutions of higher education in Belarus

(as at the start of the 2010/11 academic year)

Province	*All State institutions*	*State institutions overseen by the Ministry of Education*	*Including (from column 2):*				*Plus private institutions*
			Academies	*Universities*	*Institutes*	*Higher colleges*	
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Brest Prov.	4	3	0	4	0	0	0
Vitsyebsk Prov.	5	3	1	4	0	0	0
Homyel Prov.	6	3	0	5	1	0	1
Hrodna Prov.	3	1	0	3	0	0	0
City of Minsk	22	9	5	12	2	3	9
Mahilyow Prov.	5	4	1	3	0	1	0
Total, by academic year	**45**	**23**	**7**	**31**	**3**	**4**	**10**
2009/10	43	23	7	31	2	3	10
2008/09	43	23	7	31	2	3	10
2007/08	43	23	7	31	2	3	10
2006/07	43	23	7	31	2	3	12


Breakdown of State institutions by province
(2010/11 academic year)
Homyel
13.33%
Vitsyebsk
11.11%
Hrodna
6.67%
Brest
8.89%
Mahilyow
11.11%
City of Minsk
48.89%

Annex 17

Students admitted to, attending and graduating from institutions of higher education

(at the start of the 2010/11 academic year)

State institutions

	Admitted				*Attending*				*Graduated*			
	By type of study				*By type of study*				*By type of study*			
Province	*Full-time*	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*
Brest	4 269	0	4 136	8 405	17 424	0	18 411	35 835	2 872	0	3 101	5 973
Vitsyebsk	5 263	0	4 939	10 202	21 046	0	19 025	40 071	3 430	0	2 546	5 976
Homyel	5 364	0	4 861	10 225	23 144	0	21 134	44 278	4 118	0	3 578	7 696
Hrodna	3 912	23	3 181	7 116	15 414	56	14 950	30 420	2 117	22	2 365	4 504
City of Minsk	25 728	120	17 064	42 912	111 685	590	80 200	192 475	19 105	84	12 855	32 044
Mahilyow	4 221	0	4 288	8 509	17 564	0	21 838	39 402	3 134	0	4 352	7 486
Minsk	0	0	45	45	10	0	306	316	0	0	46	46
Total	**48 757**	**143**	**38 514**	**87 414**	**206 287**	**646**	**175 864**	**382 797**	**34 776**	**106**	**28 843**	**63 725**
2009/10	48 703	252	36 485	85 440	201 312	664	170 790	372 766	33 446	248	29 848	63 542
2008/09	44 903	153	34 075	79 131	195 096	688	167 136	362 920	30 981	318	26 249	57 728
2007/08	44 801	136	35 678	80 615	190 417	873	163 698	354 988	30 349	345	24 414	55 108
2006/07	43 076	57	32 793	75 926	182 558	1 107	155 270	338 935	29 690	370	21 711	51 771
2005/06	43 121	151	34 471	77 743	177 969	1 725	145 334	325 028	28 519	351	18 541	47 411

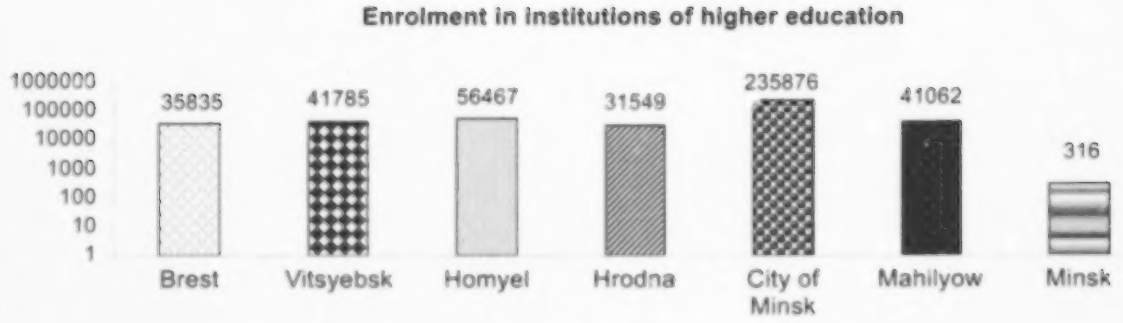
Private institutions

Province	Admitted				Attending				Graduated			
	By type of study				By type of study				By type of study			
	Full-time	Night school	Extramural	Total	Full-time	Night school	Extramural	Total	Full-time	Night school	Extramural	Total
Brest	0	0	0	0	0	0	0	0	0	0	0	0
Vitsyebsk	116	0	238	354	442	0	1 272	1 714	50	0	132	182
Homyel	800	0	2 324	3 124	3 379	0	8 810	12 189	369	0	1 517	1 886
Hrodna	91	0	116	207	454	0	675	1 129	76	0	155	231
City of Minsk	2 495	0	6 622	9 117	10 495	0	32 906	43 401	1 693	0	5 407	7 100
Mahilyow	120	0	190	310	667	0	993	1 660	69	0	145	214
Total	**3 622**	**0**	**9 490**	**13 112**	**15 437**	**0**	**44 656**	**60 093**	**2 257**	**0**	**7 356**	**9 613**
2009/10	3 758	0	8 601	12 359	15 076	0	42 524	57 600	1 936	0	8 504	10 440
2008/09	3 505	0	8 849	12 354	14 772	0	43 005	57 777	2 388	0	8 706	11 094
2007/08	4 561	0	10 270	14 831	14 916	98	43 656	58 670	2 673	0	9 080	11 753
2006/07	3 918	0	6 770	10 688	14 494	124	43 357	57 975	2 958	0	6 634	9 592
2005/06	3 112	122	9 706	12 940	14 846	170	43 257	58 273	2 775	0	3 459	6 234

Nationwide total

Academic year	Admitted				Attending				Graduated			
	By type of study				By type of study				By type of study			
	Full-time	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*
2011/10	**52 379**	**143**	**48 004**	**100 526**	**221 724**	**646**	**220 520**	**442 890**	**37 033**	**106**	**36 199**	**73 338**
2009/10	52 461	252	45 086	97 799	216 388	664	213 314	430 366	35 382	248	38 352	73 982
2008/09	48 408	153	42 924	91 485	209 868	688	210 141	420 697	33 369	318	35 135	68 822
2007/08	49 362	136	45 948	95 446	205 333	971	207 354	413 658	33 022	345	33 494	66 861
2006/07	46 994	57	39 563	86 614	197 052	1 231	198 627	396 910	32 648	370	28 345	61 363
2005/06	46 233	273	44 177	90 683	192 815	1 895	188 591	383 301	31 294	351	22 000	53 645

Province	Admitted				Attending				Graduated			
	By type of study				By type of study				By type of study			
	Full-time	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*
Brest	4 269	0	4 136	8 405	17 424	0	18 411	35 835	2 872	0	3 101	5 973
Vitsyebsk	5 379	0	5 177	10 556	21 488	0	20 297	41 785	3 480	0	2 678	6 158
Homyel	6 164	0	7 185	13 349	26 523	0	29 944	56 467	4 487	0	5 095	9 582
Hrodna	4 003	23	3 297	7 323	15 868	56	15 625	31 549	2 193	22	2 520	4 735
City of Minsk	28 223	120	23 686	52 029	122 180	590	113 106	235 876	20 798	84	18 262	39 144
Mahilyow	4 341	0	4 478	8 819	18 231	0	22 831	41 062	3 203	0	4 497	7 700
Minsk	0	0	45	45	10	0	306	316	0	0	46	46
Total	**52 379**	**143**	**48 004**	**100 526**	**221 724**	**646**	**220 520**	**442 890**	**37 033**	**106**	**36 199**	**73 338**
2009/10	52 461	252	45 086	97 799	216 388	664	213 314	430 366	35 382	248	38 352	73 982
2008/09	48 408	153	42 924	91 485	209 868	688	210 141	420 697	33 369	318	35 135	68 822
2007/08	49 362	136	45 948	95 446	205 333	971	207 354	413 658	33 022	345	33 494	66 861
2006/07	46 994	57	39 563	86 614	197 052	1 231	198 627	396 910	32 648	370	28 345	61 363
2005/06	46 233	273	44 177	90 683	192 815	1 895	188 591	383 301	31 294	351	22 000	53 645


Enrolment in institutions of higher education
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316
Brest
Vitsyebsk
Homyel
Hrodna
City of Minsk
Mahilyow
Minsk

Annex 18

Enrolment in institutions of higher education

(at the start of the 2010/11 academic year)

Public institutions

	Attending			
		By type of study		
Province	*Total*	*Full-time*	*Night school*	*Extramural*
Brest	35 835	17 424	0	18 411
Vitsyebsk	40 071	21 046	0	19 025
Homyel	44 278	23 144	0	21 134
Hrodna	30 420	15 414	56	14 950
City of Minsk	192 475	111 685	590	80 200
Mahilyow	39 402	17 564	0	21 838
Minsk	316	10	0	306
Total	**382 797**	**206 287**	**646**	**175 864**
2009/10	372 766	201 312	664	170 790
2008/09	362 920	195 096	688	167 136
2007/08	354 988	190 417	873	163 698
2006/07	338 935	182 558	1 107	155 270

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Private institutions

Province	Attending			
	Total	By type of study		
		Full time	Night school	Extramural
Brest	0	0	0	0
Vitsyebsk	1 714	442	0	1 272
Homyel	12 189	3 379	0	8 810
Hrodna	1 129	454	0	675
City of Minsk	43 401	10 495	0	32 906
Mahilyow	1 660	667	0	993
Total	**60 093**	**15 437**	**0**	**44 656**
2009/10	57 600	15 076	0	42 524
2008/09	57 777	14 772	0	43 005
2007/08	58 670	14 916	98	43 656
2006/07	57 975	14 494	124	43 357

Nationwide total

	Attending			
		By type of attendance		
Academic year	*Total*	*Full-time*	*Night school*	*Extramural*
2011/10	**442 890**	**221 724**	**646**	**220 520**
2009/10	430 366	216 388	664	213 314
2008/09	420 697	209 868	688	210 141
2007/08	413 658	205 333	971	207 354
2006/07	396 910	197 052	1 231	198 627

	Attending			
		By type of attendance		
Province	*Total*	*Full-time*	*Night school*	*Extramural*
Brest	35 835	17 424	0	18 411
Vitsyebsk	41 785	21 488	0	20 297
Homyel	56 467	26 523	0	29 944
Hrodna	31 549	15 868	56	15 625
City of Minsk	235 876	122 180	590	113 106
Mahilyow	41 062	18 231	0	22 831
Minsk	316	10	0	306
Total	**442 890**	**221 724**	**646**	**220 520**
2009/10	430 366	216 388	664	213 314
2008/09	420 697	209 868	688	210 141
2007/08	413 658	205 333	971	207 354
2006/07	396 910	197 052	1 231	198 627

Annex 19

Faculty at institutions of higher education

(at the start of the 2010/11 academic year)

Public institutions

		Including					
Province	*Core faculty*	*Doctors of science*	*Candidates of science*	*Professors*	*Assistant professors*	*Social care teachers*	*School psychologists*
Brest	1 741	42	503	42	433	8	10
Vitsyebsk	2 257	121	837	104	670	8	10
Homyel	2 240	90	742	73	610	7	9
Hrodna	1 638	109	633	92	483	6	6
City of Minsk	12 879	849	4 960	811	4 062	56	61
Mahilyow	1 993	78	730	76	614	8	8
Total	**22 748**	**1 289**	**8 405**	**1 198**	**6 872**	**93**	**104**
2009/10	22 370	1 281	8 180	1 205	6 547	87	100
2008/09	21 927	1 282	8 083	1 204	6 346	71	93
2007/08	21 466	1 268	7 931	1 198	5 976	43	85
2006/07	21 053	1 253	7 835	1 178	5 950	63	77

Private institutions

Province	*Core faculty*	*Including*			
		Doctors of science	*Candidates of science*	*Professors*	*Assistant professors*
Brest	0	0	0	0	0
Vitsyebsk	54	1	20	1	14
Homyel	374	10	139	12	120
Hrodna	54	1	17	1	9
City of Minsk	1 159	40	362	39	289
Mahilyow	62	1	26	1	24
Total	**1 703**	**53**	**564**	**54**	**456**
2009/10	1 725	55	550	58	438
2008/09	1 721	60	588	65	453
2007/08	1 813	62	611	72	459
2006/07	1 918	81	663	80	447

Nationwide total

Province	*Core faculty*	*Including*			
		Doctors of science	*Candidates of science*	*Professors*	*Assistant professors*
2010/11	**24 451**	**1 342**	**8 969**	**1 252**	**7 328**
2009/10	24 095	1 336	8 730	1 263	6 985
2008/09	23 648	1 342	8 671	1 269	6 799
2007/08	23 279	1 330	8 542	1 270	6 435
2006/07	23 384	1 349	8 594	1 278	6 423

Annex 20

Supplementary education institutions for children and youth

(at the start of the 2010/11 academic year)

Province	*Total number of institutions*	*Including*					
		Children's art centres	*Invention and technology centres*	*Youth environmental and natural sciences education centres*	*Children and youth travel and tourism centres*	*Supplementary education associations*	*Other supp education institutions*
Brest	63	24	2	5	17	3	12
Vitsyebsk	36	26	1	1	2	4	2
Homyel	68	25	8	4	6	12	13
Hrodna	51	25	7	7	10		2
City of Minsk	26	10	1		1	3	11
Minsk	78	28	4	5	16		25
Mahilyow	56	27	2	2	15	3	7
Educational institutions overseen by the Ministry of Education	5	1	2	1	1		
Total	**383**	**166**	**27**	**25**	**68**	**25**	**72**
Past academic years for reference:							
2009/10	389	168	27	25	67	25	77
2008/09	386	181	28	24	63	13	77
2007/08	368	181	28	24	57	12	66
2006/07	353	177	29	25	55	13	54

Annex 21

Associations according to field of activity and participants

(at start of 2010/11 academic year)

Province	*Total number of institutions*	*Total participants*	*By field of activity*					
			Invention and technology	*Natural sciences*	*Tourism and local history*	*Sports*	*Fine arts*	*Other*
Brest	3 818	50 516	4 717	5 488	6 997	3 395	20 279	9 640
Vitsyebsk	3 462	41 877	4 548	4 818	4 406	4 885	17 843	5 377
Homyel	4 097	55 742	10 821	4 552	5 167	8 669	18 181	8 352
Hrodna	4 173	49 995	5 557	5 538	6 841	5 847	16 415	9 797
City of Minsk	6 574	86 727	7 548	3 145	3 133	24 507	31 306	17 088
Minsk	3 891	54 440	4 197	4 129	6 851	5 226	20 656	13 381
Mahilyow	5 236	66 294	5 436	4 983	7 342	10 078	27 143	11 312
Educational institutions overseen by the Ministry of Education	714	9 842	3 310	1 286	1 120	179	3 790	157
Total	**31 965**	**415 433**	**46 134**	**33 939**	**41 857**	**62 786**	**155 613**	**75 104**
Past academic years for reference:								
2009/10	32 475	416 431	43 851	34 734	42 186	61 951	154 795	78 914
2008/09	30 897	400 338	44 528	33 868	40 625	63 243	152 326	65 748
2007/08	29 953	385 465	45 199	32 853	38 315	53 077	150 449	65 572
2006/07	29 288	378 560	44 356	32 280	36 188	50 351	151 741	63 644